DOCUMENT RESUME

ED 388 357 JC 950 542

| | |
|---|---|
| AUTHOR | Oromaner, Mark |
| TITLE | A Research Note on a Deviant Case: The Majority Enrollment of Full-Time Students at HCCC. Data Report No. 95.03. |
| INSTITUTION | Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Research. |
| PUB DATE | Nov 95 |
| NOTE | 5p. |
| PUB TYPE | Reports - Research/Technical (143) |
| EDRS PRICE | MF01/PC01 Plus Postage. |
| DESCRIPTORS | Bilingual Education Programs; College Attendance; Community Colleges; Comparative Analysis; English (Second Language); *Enrollment Influences; *Enrollment Trends; Foundation Programs; *Full Time Students; *Hispanic Americans; Part Time Students; *Student Characteristics; Two Year Colleges; Two Year College Students |
| IDENTIFIERS | *Hudson County Community College NJ |

ABSTRACT

Since the fall of 1979, over 50% of the student population at Hudson County Community College (HCCC), in New Jersey, has attended on a full-time basis, with 62% of fall 1994 students attending full-time. This characteristic makes HCCC a deviant case among community colleges where the nationwide average of full-time enrollment status is only 36%. A comparison of characteristics for HCCC's part- and full-time students for fall 1994 indicated that there were no significant differences in gender, that Hispanic students were more likely than white students to enroll full-time, and that as student age increased the percentage of full-time students decreased. The fact that 70% of the Hispanic students were attending full-time suggests that enrollment in English as a Second Language (ESL) and bilingual courses may play a role in the college's high full-time percentages. Hispanic students accounted for 47% of HCCC's total fall 1994 enrollment and represented 80% of students enrolled in ESL/bilingual courses. An analysis of fall 1994 matriculated students in three groups (i.e., ESL, basic skills, and fully program-ready) indicated that 56% of the program-ready students were enrolled full-time, while 78% of the basic skills and 89% of the ESL students were. Large full-time enrollments in these two groups may also account for the full-time enrollment percentages at the college. (TGI)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

JC

ED 388 357

# HUDSON COUNTY COMMUNITY COLLEGE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Oromaner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

## *A RESEARCH NOTE ON A DEVIANT CASE: THE MAJORITY ENROLLMENT OF FULL-TIME STUDENTS AT HCCC*

**November 1995**
**Data Report No. 95.03**

**Mark Oromaner**
**Dean, Planning & Institutional Research**

BEST COPY AVAILABLE

*Office of Planning & Institutional Research*
**Emma Lopez, Secretary to the Dean**
**901 Bergen Avenue, Jersey City, NJ 07306**
**201/ 714-2245**

JC 950 542

## *A RESEARCH NOTE ON A DEVIANT CASE: THE MAJORITY ENROLLMENT OF FULL-TIME STUDENTS AT HCCC*

*This brief note explores one characteristic of our student population that makes HCCC a deviant case among community colleges. That characteristic is that a majority of HCCC students attend on a full-time basis (62% during the fall of 1994). The percentage full-time students has not been below the 50 percent mark since the fall of 1979.*

*The data in Table 1 set the college within a number of broader communities. Whether one refers to community colleges nationwide (36%), to community colleges in the Middle States Accreditation region (45%), or to community colleges in the state of New Jersey (40%), a minority of the students attend on a full-time basis. In the fall of 1994, HCCC was the only New Jersey community college at which a clear majority of the students were full-time. The full-time enrollment at Essex is almost equally divided (49% full-time; 51% part-time). The next most equally divided student population is at Cumberland (45% full-time; 55% part-time).*

**Table 1 - PART- AND FULL-TIME PERCENTAGE ENROLLMENT OF COMMUNITY COLLEGE STUDENTS, 1994**

| | PERCENT | |
|---|---|---|
| | PART-TIME | FULL-TIME |
| Nationwide[1] | 64 | 36 |
| Middle States Region[2] | 55 | 45 |
| New Jersey[3] | 60 | 40 |
| Hudson County Community College[3] | 38 | 62 |

[1] "AACC Research and Data," October 1995, American Association of Community Colleges.

[2] Transitions Reflections And Predictions: A Special Report of the Executive Director 1974 - 1995, 1995, Commission on Higher Education, Middle States Association of Colleges and Schools, Table 4, p.14.

[3] New Jersey Factbook and Directory, 4th Edition, July 1995, New Jersey College Association for Institutional Research and Planning in cooperation with the New Jersey Council of County Colleges, Table A-1, p.3.

*A comparison of part- and full-time students (Table 2) in terms of traditional variables (gender, race/ethnicity, age) reveals the following:*

*Gender:* No differences.

*Race/Ethnicity:* The major finding here is that white students (46%) are less likely than one would expect to enroll as full-time students and Hispanic students (70%) are more likely than one would expect to enroll as full-time students.

*Age:* As one might expect, there is a negative relationship between age and full-time enrollment status; as age increases the percentage of students enrolled on a full-time basis decreases.

| Table 2 - PERCENTAGE COMPARISON OF PART- AND FULL-TIME HCCC STUDENTS, FALL 1994 (N=3959)[1] | | |
|---|---|---|
| | PART-TIME | FULL-TIME |
| GENDER: | | |
| Male | 39 | 61 |
| Female | 38 | 62 |
| | (38) | (62) |
| RACE/ETHNICITY: | | |
| African American | 41 | 59 |
| Asian/Pacific Islander | 40 | 60 |
| Hispanic | 30 | 70 |
| White | 54 | 46 |
| Other | 41 | 59 |
| | (38) | (62) |
| AGE: | | |
| Below 18 | 24 | 76 |
| 18 - 19 | 20 | 80 |
| 20 - 24 | 31 | 69 |
| 25 - 29 | 47 | 53 |
| 30 - 39 | 48 | 52 |
| 40 - 49 | 52 | 48 |
| 50- 64 | 56 | 44 |
| 65 and over | 67 | 33 |
| | (38) | (62) |

[1] Eleanor Fujita, Student Enrollment in Academic Programs, Fall 1994, Data Report 94.07, April 1995, Adapted from various tables and special run.

*The high percentage (70%) of Hispanic students enrolled on a full-time basis suggests that enrollment in ESL/Bilingual courses may play a role in the full-time enrollment percentages at the college. Hispanic students account for 47 percent (1,880 of 3,959) of the total college enrollment. Although a minority of Hispanic students (30%; 568 of 1,880) are enrolled in ESL/Bilingual courses, Hispanic students account for a majority (80%; 568 of 714)) of students enrolled in such courses.*

*In Table 3, matriculated students are classified according to "academic preparation," that is, ESL, Foundations (Basic Skills), Fully Program-Ready. The category of non-matriculated is a quite new one and is defined as "Any student not formally enrolled in an Associate Degree or Certificate Program." Almost all of these are part-time students (97%). If these students are removed from the analysis, the contribution of full-time students increases to 66 percent.*

*Whether one uses matriculated students only (66% full-time) or all credit enrolled students (62% full-time), a majority of the students are full-time. However, a comparison among the three academic preparation groups reveals a wide range of full-time enrollment: Fully Program-Ready 56%, Foundations 78%, ESL 89%.*

*In part, the deviant case at HCCC (majority full-time enrollment) is accounted for by the large full-time enrollments in Foundations and ESL courses. For instance, although these two groups account for 34 percent of all students, they account for 46 percent of the full-time students. Even more dramatic is the finding that while ESL students account for 18 percent of the total enrollment, they account for 26 percent of the full-time enrollment.*

**Table 3 - PART- AND FULL-TIME DISTRIBUTION OF STUDENTS ACCORDING TO ACADEMIC PREPARATION (Fall 1994)[1]**

| ACADEMIC PREPARATION | ENROLLMENT STATUS | | | | | |
|---|---|---|---|---|---|---|
| | FULL-TIME | | PART-TIME | | TOTAL | |
| | N | % | N | % | N | % |
| Matriculated Students | | | | | | |
| • ESL | 635 | 89/26 | 79 | 11/5 | 714 | 100/18 |
| • Foundations (Basic Skills) | 485 | 78/20 | 133 | 22/9 | 618 | 100/16 |
| • Fully Program-Ready | 1314 | 56/54 | 1019 | 44/67 | 2333 | 100/59 |
| | (2434) | (66/99) | (1231) | (34/81) | (3665) | (100/93) |
| | | | | | | |
| Non-Matriculated Students | 9 | 3/<1 | 285 | 97/19 | 294 | 100/7 |
| **TOTAL** | **2443** | **62/100** | **1516** | **38/100** | **3959** | **100/100** |

[1] Eleanor Fujita, Office of Institutional Research, HCCC.

*This analysis provides some insight into the deviant case phenomenon, however, it does not fully explain it. That is, even if the analysis were limited to Fully-Program-Ready students, HCCC would still constitute a deviant case (56% full-time). A full understanding of the deviant case phenomenon at HCCC would include analyses of recruitment activities; academic program offerings; course scheduling; and academic, personal, and financial aid counseling.*